DOCUMENT RESUME

ED 392 945 CE 071 087

TITLE	Career Pathways. Teacher's Guide.
INSTITUTION	Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.; Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.
PUB DATE	96
NOTE	76p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Career Choice; *Career Education; Career Exploration; Competence; *Competency Based Education; *Course Content; *Learning Activities; Occupational Information; Secondary Education; State Curriculum Guides
IDENTIFIERS	*Virginia

ABSTRACT

This collection of analyzed tasks and competencies supports the Virginia competency-based curriculum for Career Pathways. It is designed to be used by teachers and counselors to plan and implement instruction that meets the requirements of local students investigating potential careers. The guide organizes careers into clusters of career fields. They are explored in three phases. Phase one prepares students to be "career investigators." To obtain the title, students must do the following: assess their role in society, identify their role as a worker, analyze their personal assets, complete a basic exploration of career clusters, select career fields or occupations for further study, and secure a job shadowing position with an employer. Phase two consists of an in-depth study of one to four or more career clusters, including student analysis of working conditions, need for workers, worker qualifications, organizational structures, and common problems and solutions. Students who complete phase two successfully become "Career Analysts." In phase three, students match their interests and aptitudes with occupational information, investigate a variety of pathways to career success, and reinforce the skills and knowledge needed for paid employment. Each competency in the manual is presented on a separate set of pages called frameworks. Frameworks include the competency statement, the performance measure or standard, enabling objectives, instructional activities, and resources. A resource list at the end of the document lists 67 print resources and 3 videotapes. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 392 945

Career Pathways

Teacher's Guide

Commonwealth of Virginia
Department of Education
Vocational, Adult, and Employment Training Services
Richmond, Virginia 23216

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J C Trudnak

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE071087

CAREER CONNECTIONS

75-752.150AC

BEST COPY AVAILABLE

Career Pathways

Developed by

Career Connections Service
Office of Vocational, Adult, and Employment Training Services
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23216

and

Virginia Vocational Curriculum and Resource Center
2200 Mountain Road
Glen Allen, Virginia 23060

© Virginia Department of Education, 1996

Career Pathways

Introduction

Introduction

This collection of analyzed task/competencies supports the competency-based curriculum for Career Pathways. The document is designed to be used by teachers and counselors to plan and implement instruction that meets the requirements of local students investigating potential careers.

Content

Career Pathways presents careers organized into clusters of career fields. For purposes of clarity, the following definitions have been used during development of the material.

- *Cluster:* a group of related occupations (for example, business and management)
- *Career field:* an area of human activity or interest found within career clusters (for example, marketing within the business and management cluster)
- *Occupation:* the vocational activity that serves as one's regular source of livelihood and related to a field of work within a career cluster
- *Career pathway:* the route of career preparation needed to develop the competencies required for a particular occupational cluster, field, or job.

Phase 1 prepares students to be "career investigators." To obtain the title, students must assess their role in society, identify their role as a worker, analyze their personal assets, complete a basic exploration of career clusters and select career fields or occupations for further study, and secure a career investigator (job shadowing) position with a local employer.

Phase 2 of Career Pathways consists of an in-depth study of one to four or more career clusters, including student analysis of working conditions, need for workers, worker qualifications, organizational structures, and common problems and solutions.

Students who complete Phase 2 successfully qualify to become "career analysts." In Phase 3, students match their interests and aptitudes with occupational information, investigate a variety of pathways to career success, and reinforce the skills and knowledge needed for paid employment. Those who complete all three phases may earn a career passport, documenting their readiness for further education and training or the work place.

Guidelines for Implementation

Local school divisions may implement Career Pathways as a separate couse offering or as a unit infused into a number of other academic or vocational programs. The time period designated for each phase, the grade level, and the methods of instruction and assessment are to be decided on the local level. This document was originally designed for grades 9 and 10; teachers who use the material to support middle school instruction will most likely need to adjust some of the content for that learning level. Please contact Dr. Kay B. Brown, Specialist, Career Connections, Virginia Department of Education (804/225-2057) for assistance in adjusting learning levels.

The competency list for Career Pathways is based on information gathered through research and from interviews of employers and reflects the basic tenets of career development. According to employers, today's changing workplace dictates that entry-level workers need to be better educated than in the past. Employers still demand trainable workers with basic skills in communication, computation, and human relations and positive attitudes. However, skills associated with self-management, problem solving, and teamwork, which in the past were viewed as a bonus in new employees, are now considered essential. Many of the competencies in Career Pathways focus on advanced thinking and decision making.

The objectives for Career Pathways reflect a need for (1) local partnerships with business and industry, which may be initiated by the school division, the school administration, or the classroom teacher and (2) collaboration among vocational and academic teachers and guidance counselors. Please refer to the accompanying letter for suggested "dos and don'ts" related to business/industry/community collaboration.

Competency-Based Education

One of the major characteristics of competency-based education (CBE) is that the course content is based on actual tasks performed by workers in an occupation or by individuals filling a role of, for example, citizen, consumer, or family member. In Virginia, the Department of Education has established standards for competency-based programs. According to these standards, "role-relevant competencies that include standards are identified and stated."

Therefore, "role-relevant" jobs or tasks, called *competencies* in CBE, must be identified and validated before instructional materials are developed and subsequent instruction can take place.

The competency list contained in this guide was based on

- interviews with employers, career development professionals, and teachers
- research of current texts on career decision making and preparation.

The next major step involved in the development of the task inventory was validation of the task list. Validation is essential if the information collected is to be useful in operating CBE courses and programs. The validation process involved the following:

- field testing by school systems using a variety of implementation strategies
- review by the Career Pathways advisory committee
- review by career guidance professionals
- final review and editing by writing team members and state staff.

Local school divisions are encouraged to revalidate the competencies and modify the list according to the needs and learning levels of their students. As stated in the introduction, strategies for implementing the instruction and activities to enhance learning about careers are left to the teacher's discretion.

Using the "Frameworks"

Career Pathways consists of concept areas, each of which includes a number of related competencies. For example, the concept areas listed below for Phase 1 lead students toward their goal of securing an offer of work site experience:

1. Assessing Your Role in Society
2. Identifying Your Role as a Worker
3. Discovering More About Yourself
4. Exploring Career Clusters
5. Becoming a Career Investigator.

Each competency in Career Pathways is presented on a separate set of pages (called *frameworks).* A framework includes the following elements:

- The competency statement tells the student what to do to progress toward mastery of the concept.
- The performance measure or standard tells the student how well he or she must perform the competency. It is the criteria for, but not the method of, assessment.
- Enabling objectives are subskills, areas of knowledge, or steps that will help the student master the competency. In this document, many enabling objectives are explained or clarified with definitions or descriptions to help the teacher design a lesson or find the appropriate resources. Instructional activities or methods of teaching the objectives are the teacher 's decision.

- Resources contain additional information, ideas for implementation, or instructional aids. Almost all the resources listed are in print and available on loan from the library of the Virginia Vocational Curriculum and Resource Center. Local teachers may find additional resources on the Internet.

To encourage students to view career decision-making as a journey, Career Pathways has been developed using a travel vocabulary. To reinforce the theme, the framework elements have been renamed:

- Concept areas are called *landmarks*.
- Each competency is a *route* leading to a landmark.
- Each route has a standard of performance, called a *checkpoint*.
- Enabling objectives, with accompanying content, are named *milestones*.

Competency Overview

The program description and content outline contained in this section were developed using the validated task analysis presented in this guide. The curriculum framework has been approved by the Virginia Department of Education.

The program outline has been cross-referenced with the competencies to assist the teacher in identifying instructional objectives, performance measures, and resources.

Description

Career Pathways

Course Codes: 9070 (Phase 1), 9071 (Phase 2), 9072 (Phase 3)
Grade Levels: 6-12 (duration to be determined locally)
Prerequisite: None

In this three-phase competency-based program of career exploration, all students study how to find the right career (Phase 1) and investigate career clusters (Phase 2). The program may culminate in choosing and preparing for careers (Phase 3). Localities identify clusters and design the program based on the needs of the community.

Note: The three phases usually require a two-year time frame.

Outline

Phase 1: Traveling Toward a Career

Topic	Competency	Page
I. The Individual's Role in Society A. Importance of education 1. Definition of roles: consumer, worker, citizen, family member 2. Benefits of general education 3. Career development process 4. Needs for lifelong learning 5. Benefits of continuing education 6. Expectations regarding future roles	1.1	15
B. Importance of work 1. Definition of concepts: work, job, career 2. Direct and indirect career progression 3. Rewards of work 4. Personal reasons for working	1.2	
C. Effects of change related to the workplace 1. Examples of technological, cultural, and societal change 2. Responses of business to change 3. Steps in coping with change	1.3	
D. Importance of civic involvement 1. Definition and sources of civic involvement 2. Examples of civic involvement 3. Work of a civic volunteer 4. Local volunteer opportunities 5. Advantages and rewards of civic involvement	1.4	
II. The Individual's Role as a Worker A. Responsibilities of a worker 1. Definition of concepts: productivity, profit, competition 2. Worker characteristics expected by employers 3. Importance of collaboration and teamwork 4. Worker contributions to employer's public image	2.1	

Topic	Competency	Page
II. The Individual's Role as a Worker (continued) B. Responsibilities for managing personal income 1. Parts of a paycheck or earning statement 2. Savings/spending plan 3. Banking and credit	2.2	
C. Worker rights in relation to responsibilities 1. Anti-discrimination laws 2. Labor laws 3. Safe working conditions 4. Job orientation and performance evaluation 5. Conflict resolution	2.3	
III. Self-Discovery A. Analysis of personal assets 1. Definition of personal assets: skills, abilities, interests, aptitudes, strengths, values 2. Identification of assets 3. Needs and wants 4. Advanced thinking skills	3.1	
B. Setting of goals 1. Steps in setting goals 2. Composition of goal statements 3. Motivational techniques and pitfalls	3.2	
IV. Exploration of Career Clusters A. Process of making a career choice 1. Importance of thoughtful career choice 2. Advantages of having career goals 3. Steps in career decision making 4. Summary of self-study	4.1	
B. Exploration of career clusters, fields, and occupations 1. Definitions related to career clusters 2. Identification of career clusters and fields 3. Job descriptions	4.2	

Topic	Competency	Page
IV. Exploration of Career Clusters (continued) C. Development of tentative career plan 1. Matching of results of self-study with results of career exploration 2. Education/training options 3. Preparatory high school courses 4. Preparatory work experiences	4.3	
V. Career Investigator Preparation A. Elements of the career investigator experience 1. Basic facts about job shadowing 2. Job-shadowing objectives	5.1	
B. Development of a job application packet 1. Employment profile 2. Resume 3. Application form 4. Application letter 5. Employer's use of the application packet	5.2	
C. Participation in a job interview 1. Preparation for an interview 2. Purpose and elements of a job interview 3. Effective appearance and behavior 4. Interview questions 5. Evaluation of the interview	5.3	
D. Acceptance of a career investigator position 1. Evaluation of a job offer 2. Trade-offs 3. Letters of acceptance and rejection	5.4	

Overview of Phases 2 and 3

The following competencies form the framework to support instruction in Phases 2 and 3 of Career Pathways. Competencies in Landmarks 7-9 are repeated for each locally selected cluster.

Phase 2: Investigating Career Clusters

6. Developing Skills as a Career Investigator
   - 6.1 Develop investigative skills
   - 6.2 Develop job-shadowing skills
   - 6.3 Improve writing skills.
   - 6.4 Improve speaking skills.

7. Investigating Careers in the _____ Cluster
   - 7.1 Identify sources of information (people and research materials) applicable to this particular cluster.
   - 7.2 Identify the nature of work (common characteristics) of careers in _____, including working conditions and need for workers.
   - 7.3 Obtain information about qualifications and requirements of a field or of a specific occupation within the field.

8. Examining Work-Related Problems
   - 8.1 Apply problem-solving methods to different types of problems.
   - 8.2 Examine problems involving technical work processes.
   - 8.3 Examine problems involving working relationships among people.
   - 8.4 Examine problems involving ethical issues at the workplace.

9. Reporting Observations and Research
   - 9.1 Select techniques for gathering information.
   - 9.2 Report on working conditions.
   - 9.3 Report on the company's organizational structure.
   - 9.4 Report on selected rules and policies of the company.
   - 9.5 Report on procedures used to maintain standards of quality.
   - 9.6 Report on rewards of work.

Phase 3: Preparing for Careers and Pathways

10. Making a Match: Focus on You and Careers
    - 10.1 Review facts about self—interests, aptitudes, abilities, skills already developed, needs concerning work rewards and environment.
    - 10.2 Review information about career clusters studied.

10.3 Match information about self with results of career cluster studies.
10.4 Qualify as a career analyst.

11. Following Career Pathways
    11.1 Analyze the Tech Prep pathway in relation to a career interest.
    11.2 Analyze the college-preparation pathway in relation to a career interest.
    11.3 Analyze the cooperative education pathway in relation to a career interest.
    11.4 Analyze apprenticeship opportunities in relation to a career interest.
    11.5 Combine pathways needed for a career interest.

12. Developing Essential Skills for the Present and Future Workplace
    12.1 Improve basic skills: reading, writing, computation, speaking, and listening.
    12.2 Sharpen reasoning and problem-solving skills.
    12.3 Take a turn at teamwork.
    12.4 Develop desirable work habits.
    12.5 Master basic business principles.
    12.6 Adapt to changing job responsibilities.

13. Traveling the Pathway of Continuing Education
    13.1 Learn about business and management programs.
    13.2 Review manufacturing and technical programs.
    13.3 Check out health and human services programs.
    13.4 Discover arts and communication programs.

Career Pathways

Landmark 1
Assessing Your Role in Society

CAREER CONNECTIONS

Landmark 1
Assessing Your Role in Society

Routes

1.1 Explain the importance of a broad general education, career education, and continuing education.

1.2 Analyze the importance of work.

1.3 Identify the effects of change related to the workplace.

1.4 Explain the importance of civic involvement.

Landmark 1: Assessing Your Role in Society

Route

1.1 Explain the importance of a broad general education, career education, and continuing education.

Checkpoint

S1.1 Explanation focuses on
- decisions made by consumers, workers, citizens, and family members and how a general education can help people make effective decisions
- the steps in the career development process
- factors that necessitate continuing education for consumers, workers, citizens, and family members.

Milestones

1. Define the roles of consumer, worker, citizen, and family member.
   * ***Consumer:*** Individuals decide how they will use their resources to obtain goods and services. Consumers make decisions about
     - which resources should be saved and which can be exchanged for goods and services
     - how the greatest quantity and best quality of goods and services can be obtained for the least amount of resources.

   * ***Worker:*** Individuals decide how they will use their time, energy, and skills to earn money. Choosing a career and deciding how to train for it is part of the role of a worker. Productivity in the chosen career is the most important factor in a worker's standard of living (a measure of how well people live.).

   * ***Citizen:*** Citizens make decisions by voting and paying taxes. Voting gives them a voice in the selection of public officials who make policies and laws. Paying taxes is a means of pooling money for services everyone uses, such as highways and police protection. Citizens also contribute to the good of the community by obeying its laws and by working on projects that benefit all members of the group.

   * ***Family member:*** Family members function as group members, each having responsibilities for self and for other family members as defined by the group. Some family members belong to more than one family unit. Personal values and attitudes toward education and career choice are greatly influenced by family membership.

2. Examine the content of selected academic and vocational courses to determine how they can help a person become a wise consumer, a productive worker, a knowledgeable citizen, and a contributing family member.

3. Describe the career development process, and discuss the part played by education in each step.
   * Assessing the individual's role in society
   * Assessing the individual's role as a worker
   * Discovering more about self
   * Exploring potential careers
   * Matching self and personal resources to career opportunities
   * Selecting a pathway to a chosen career area
   * Searching for a career
   * Accepting and adapting to a job
   * Advancing in career plans
   * Coping with career changes

4. Identify needs for lifelong learning.
   * As society changes, people must adapt. For example:
     - American workers tend to change careers an average of three times.
     - New jobs are created and some jobs are eliminated as the American economy experiences periods of prosperity or recession.
     - High technology transforms jobs from labor-intensive to automated.
     - A move from a national to a global economy requires greater understanding of a variety of cultures.

   * Adapting to change usually requires new skills and knowledge, so formal or informal continuing education is essential.

5. Determine benefits of continuing education.

6. Record, for private, periodic reference as the course progresses, thoughts or hopes of future activities in the roles of consumer, worker, citizen, and family member.

Landmark 1: Assessing Your Role in Society

Route

1.2 Analyze the importance of work.

Checkpoint

S1.2 Analysis should result in
- definitions and examples of *job, work,* and *career*
- potential benefits of work
- statements describing personal reasons for working.

Milestones

1. Identify similarities and differences in the concepts of work, job, and career.
   * ***Work:*** The physical or mental effort spent to overcome obstacles or to achieve a desired objective. Work means different things to different people; one person's work is another's play.
   * ***Job:*** A specific situation in which a person performs particular tasks or duties (work) for compensation. A person is employed to work at a specific job.
   * ***Career:*** A progression of related jobs or work experiences that encompasses employment, continuing education, and personal growth. Changing careers often requires additional education or training.

2. Examine the concept of career progression.
   * Some careers, such as military service, allow a person to progress mostly in a straight line.
   * Other careers require a more indirect route of advancement. For example, a person who begins by working at a food concession in a theme park could advance by crossing back and forth between food service, food marketing, travel and recreation, and hotel management.

3. Analyze potential rewards of work: financial compensation, enhanced confidence, and improved relationships with others.

Financial Compensation	Enhanced Confidence	Improved Relationships
• Providing the basic necessities for self or others (survival) • Making plans for the future based on steady or increasing income (security) • Having enough money to satisfy both needs and wants (financial success)	• Using personal talents and strengths • Feeling pride in work well done • Helping others • Gaining experience • Learning new skills • Taking responsibility • Being well thought of by others	• Meeting new people • Being part of a team • Spending free time with co-workers • Developing professional relationships/networking

4. Identify personal reasons for working, and determine similarities and differences to the rewards shown in 3. Relate reasons to the mental picture of future worker activity developed in Route 1.1 (Milestone 6).

Resources

EFE/WECEP Pre-Employment Phase I. Special Programs.

Route

1.3 Identify the effects of change related to the workplace.

Checkpoint

S1.3 Identification should include
- changes in the workplace that have occurred as a result of technological, cultural, and societal changes
- responses of business to change
- steps in dealing with change.

Milestones

1. Identify examples of technological, cultural, and societal change.
   * ***Technological changes:*** Scientific research has led to new ideas, processes, and tools in the workplace. The changes affect both the workplace and the education and training of people for jobs. These changes center on
     - use of computers, computer-controlled equipment, and laser technology, in every aspect of American life
     - technological transformation of occupations in health, medical science, energy production, food processing, construction, and the manufacture, repair, and maintenance of sophisticated equipment.

   * ***Cultural changes:*** *Culture* is a pattern of human behavior and its products that include knowledge, beliefs, morals, law, customs, opinions, religion, superstition, and art (Merriam-Webster, 1989). Cultural changes within the population provide evidence of the need for continuing education. For example:
     - People with skills valued in one geographic location who move to another area may need retraining; e.g., moving from the Pacific northwest where lumbering and fishing job skills are valued to the midwest where farming and manufacturing skills are in more demand.
     - Immigrants bring their culture with them and incorporate it into their new environment.

* ***Societal changes:*** Changes in family and community structure mean changes in the workplace and illustrate a need for education. For example:
  - Many families today are headed by single parents, mostly women.
  - Stereotypes and discrimination create barriers in the workplace.
  - Many women entering the labor force need to update their skills.
  - An aging population, with growing numbers of people postponing retirement or seeking postretirement employment, needs new skills.

2. Identify responses of business to change.
   * ***Downsizing/restructuring:*** an effort to reduce expenses by laying off some employees and assigning multiple responsibilities to remaining workers
   * ***Flextime:*** a system that allows workers to select, within certain parameters, the times they begin and end their workday
   * ***Job sharing:*** a system that allows two or more people to work part-time to do one full-time job
   * ***Telecommuting:*** a system that allows a worker to complete assignments at home and transmit the results electronically
   * ***Outsourcing:*** the practice of contracting with outside sources to provide products or services formerly provided within a company
   * ***Employee services:*** services provided to increase worker productivity, such as day care, wellness programs, and counseling services
   * ***Quality improvement programs:*** systematic use of labor/management teams to improve quality and productivity. Total Quality Management is one example.

3. Identify steps in coping with change.
   * Individuals usually react to change in the following ways:
     - ***Resistance:*** actively try to stop or reverse change
     - ***Denial:*** refuse to recognize that change has taken place
     - ***Acceptance:*** take a neutral position (do nothing to support or oppose)
     - ***Support:*** actively work for change.

   * Steps that may help a person deal with change include
     - Understand self and reactions to change.
     - Understand the nature of change. What are the sources of the change? Can you do anything about the change? What alternatives to change exist? What problems and opportunities will arise from the change?
     - Develop a plan for dealing with change.

Route

1.4 Explain the importance of civic involvement.

Checkpoint

S1.4 Explanation should include
- sources of civic involvement
- descriptions of tasks performed by selected volunteers
- rewards of civic involvement

Milestones

1. Define, and identify sources of, *civic involvement.*
   * *Civic involvement* means active participation in community organizations and activities. Examples of organizations that often need volunteers include
     - alumni groups
     - chambers of commerce
     - charitable organizations
     - community support organizations
     - environmental groups
     - family services
     - hospitals
     - literacy groups
     - parks and recreation
     - political support groups
     - religious/church groups
     - schools
     - youth clubs.

   * Opportunities for volunteer work can be identified by contacting community organizations listed in the telephone directory, in the local newspaper, or on radio or television.

2. Identify examples of civic involvement by local citizens.

3. Describe the work of a civic volunteer.
   * Volunteers often assist with projects to help people with basic needs related to food, housing, transportation, and health. Others work on community service projects such as blood drives, voter registration, or volunteer fire/rescue units.

   * Volunteers perform the same tasks for their organizations as paid workers do for commercial companies, ranging from very basic and simple activities to

complex system design, management, and problem solving. Opportunities exist for anyone who wishes to contribute to the community. Some volunteers have the responsibility of recruiting more volunteers.

4. Determine local volunteers' tasks and responsibilities, working conditions, and reasons for volunteer service.

5. Identify advantages and rewards of civic involvement.
   * Active involvement in civic organizations and activities provides opportunities for people to
     - develop leadership skills
     - meet people who share similar interests
     - learn new concepts and skills
     - broaden professional relationships/network
     - help people who are in need.

   * Volunteer work is an accepted mode of entry into many human services professions. Volunteer experience is a valuable substitute for paid work experience when presented in a positive manner on a resume.

   * Most local employers encourage civic involvement among their workers.

Resources

Building a Professional Life. Hallman and Johnson.

Career Pathways

Landmark 2
Identifying Your Role as a Worker

Landmark 2
Identifying Your Role as a Worker

Routes

2.1 Describe the responsibilities of a worker.

2.2 Describe responsibilities for managing personal income.

2.3 Describe the rights of a worker in relation to responsibilities.

Landmark 2: Identifying Your Role as a Worker

Route

2.1 Describe the responsibilities of a worker.

Checkpoint

S2.1 Description includes

- the role of the worker in contributing to an employer's goals regarding productivity, profit, and competition
- worker characteristics expected by employers
- the importance of collaboration/teaming with colleagues.
- ways that workers contribute to a company's desired image.

Milestones

1. Explain the concepts of productivity, profit, and competition.

* ***Productivity:*** Employers invest natural, human, and capital resources to produce goods and services.
  - Productivity is the rate at which goods and services are produced per resources used; e.g., a certain number of customers served per shift or a certain number of records keyed in per hour by one worker.
  - Workers should produce more in less time as their skills, technology, and methods of production improve.
  - Increased productivity often leads to increased earnings by owners and workers alike.

* ***Profit:*** Profit is the amount of money remaining after costs are subtracted from earnings (money taken in).
  - Owning and operating a business involves high risk of failure. The primary reason for taking that risk is the potential reward of profit.
  - Profit can be increased by making more money or lowering costs.

* ***Competition:*** When more than one business offers similar goods or services, competition occurs. To gain customers (and increase profits), a business may offer better products and services, market more effectively, or charge lower prices than competing firms.

2. Explain characteristics that employers generally expect from workers.
   * Characteristics include attitude and behavior. Most employers expect workers to
     - cooperate with supervisors and co-workers
     - follow directions
     - be dependable
     - start to work without being told
     - accept suggestions and learn from them
     - follow safety and health precautions
     - adhere to company policies and regulations
     - exhibit pride in work
     - maintain regular attendance
     - manage time effectively
     - be honest
     - be enthusiastic
     - participate in efforts to improve quality and productivity.

   * Many of the characteristics stated above are also included in a general description of *work ethics*. Work ethics focus on right and wrong actions in the workplace, but not everyone agrees on what is right and wrong in different situations.
     - To be successful, employers must be able to depend on each worker to make the best possible use of company resources, including time, money, materials, and reputation.
     - A company may develop a Code of Ethics to explain what it regards as "best possible use" of its resources. The code may focus on valued ethical principles of business such as honesty, respect, loyalty, and the pursuit of excellence.

3. Explain the importance of collaboration/teaming with others.
   * One way many businesses have found to improve quality and productivity is through the use of work teams. Companies have different ways of encouraging collaboration; Total Quality Management is one model. No matter how a particular company operates, understanding collaboration and teaming involves the study of how people interact in groups.
     - All groups have goals, roles for members, standards of behavior, communication patterns, and a degree to which members stick together.
     - Strong work teams are likely to have diverse membership; individual members bring different assets (strengths, interests, aptitudes, and abilities) and concerns to the group.

4. Identify ways that workers contribute to the employer's public image.
   * Workers have a tremendous impact on the way a company is perceived by the public. For this reason, employers often sponsor, or encourage workers to become privately involved in, community activities.

* Many employers also have policies regarding the behavior and appearance of workers who have direct contact with customers or other members of the public. Some companies have formal or informal policies that outline acceptable attire (clothing and accessories) for employees.

Resources

Applied Communication, Modules 6 and 7. AIT.
Building a Professional Life. Hallman and Johnson.
Business in Action. B. Hel, *et al.*
Career Skills. Kelly and Volz-Patton.
EFE / WECEP Employment Unit. Special Programs Service.
EFE / WECEP Pre-Employment Phase I. Special Programs Service.
Getting Ready. Jones.
Hire Learning. Duffy.
Mapping Out Success: A Guide to Navigating the Job Market. VVCRC.
Our Business and Economic World. Brown and Clow.
Reaching Your Potential. Throop.
TQM Overview. National VICA.
What Would You Do? Developing and / or Applying Ethical Standards. Baker.
Working Today and Tomorrow. Changing Times Education Service.
Working: Skills for a New Age. Bailey.
Workplace Readiness, Teamwork Unit. CORD.

Video: *Ethics: Is There a Code of Conduct for You?* Educational Dimensions, McGraw-Hill Media.

Route

2.2 Describe responsibilities for managing personal income.

Checkpoint

S2.2 Description includes
- interpretation of the parts of a paycheck or earnings statement
- a personal savings and spending plan
- procedures and responsibilities related to a checking account, savings account, and consumer credit.

Milestones

1. Interpret a paycheck or earnings statement.
   * A paycheck or earnings statement generally states gross pay, all amounts withheld, and net pay. Terms to aid interpretation of this record include
     - ***wages:*** compensation based on a set hourly amount.
     - ***salary:*** compensation based on a set weekly, monthly, or annual rate. A salary may not provide for extra pay for overtime hours.
     - ***piece-rate:*** compensation based on pieces of goods completed.
     - ***overtime:*** hours worked by full-time employees over and above the number contracted for per week, usually compensated at a higher rate.
     - ***commission:*** compensation based on a percentage of a sale.
     - ***bonus:*** extra money paid by the employer as a reward or gift.
     - ***gross pay:*** total amount of compensation earned for the pay period.
     - ***fringe benefits:*** indirect forms of compensation such as company-paid insurance premiums, retirement pensions, vacations, sick leave, or use of a company-owned car.
     - ***payroll deductions:*** money removed from gross pay to cover taxes, retirement fund contributions, insurance premiums, union dues, charitable contributions, savings, and other expenses on request.
     - ***income tax withholdings:*** federal, state, and sometimes local taxes deducted from gross pay and forwarded by the employer to the appropriate agency. FICA (social security) and medicare taxes are federal taxes.
     - ***net pay:*** total compensation left after all amounts have been withheld or deducted.

* Workers must complete a Form W-4, Employee's Withholding Allowance Certificate, to calculate federal tax deductions. Other payroll deductions are requested by completing employer forms.

2. Create a savings and spending plan (budget).
   * Keep a record of all income and expenses for a selected period of time.
   * Set long-term and short-term savings and spending goals.
   * Use the record and goals to develop a budget covering ordinary expenses and setting priorities to allow for progress toward savings and spending goals.
   * Use the record to develop a budget covering ordinary expenses.
   * Review the plan periodically and revise to account for changes in income or expenses.

3. Explain procedures and responsibilities related to bank accounts and consumer credit.
   * Banking may involve checking and savings accounts, electronic banking, and debit and credit cards. All of these services have advantages and disadvantages.

   * Using a checking or savings account involves completing a signature card, filling out deposit slips, writing checks or withdrawal slips, filling out the check register, and reconciling the bank statement. A debit card can be used in place of a check or to secure cash from an automatic teller machine.

   * Electronic banking refers to the transfer of money from one account to another by computer. Direct deposits and bank drafts are two examples.

   * Credit allows people to enjoy the use of goods and services now and pay for them later, many times in small increments. In return, users of credit pay a fee (interest) based on the amount of money they owe.
     - *Bank credit cards* allow users to charge purchases at many establishments. *Consumer credit* may take the form of store credit cards, charge accounts, or installment contracts for use at a specific establishment.
     - Banks or stores limit credit to customers according to their policies and based on the customer's credit rating (reputation for repayment).

Resources

Getting Ready: Decisions, Jobs, Careers. Jones.
Managing Your Personal Finances. Ryan.
Working: Skills for a New Age. Bailey.

Route

2.3 Describe the rights of a worker in relation to responsibilities.

Checkpoint

C2.3 Description includes
- rights under anti-discrimination laws
- rights under work permit and wage laws
- right to safe working conditions under OSHA
- benefits of worker's compensation insurance
- right to an orientation and to fair review and evaluation of performance
- one or more processes to resolve conflict between worker and employer
- guidelines for applying information about rights.

Milestones

1. Explain worker rights under anti-discrimination laws.
   * The Equal Employment Opportunity Act prohibits discrimination because of race, religion, sex, color, or national origin. Other laws prohibit discrimination on the basis of age, marital status, military discharge, and physical disability.

     - Employers generally have a right to hire and promote the people they consider best qualified. Unlawful discrimination occurs only if an employer displays a pattern of excluding qualified members of a specific population, e.g., people over a certain age or people with a disability.

   * The EEO Act makes sexual harassment illegal. Two types of behavior constitute sexual harassment. *Quid pro quo* means "something for something" and may involve a promise of reward (raise, promotion, travel, change of grade, etc.) or threat of risk (loss of job, undesirable transfer, etc.) to coerce sexual favors. A *hostile work environment* may involve behavior or working conditions that would offend a "reasonable" female worker.

     - Both male and female workers as well as employers have a responsibility to conduct themselves in manner that promotes professionalism and security in the workplace.

2. Explain worker rights under a work permit and current wage laws.

   * A work permit protects workers under a certain age from dangerous job assignments and excessive work hours. Both employers and workers need to know the applicable provisions of child labor laws.

   * Wage laws require compensation (money or time off) for some workers who work beyond a certain number of hours in a week. Management employees may not be eligible for overtime compensation.

     - Successful workers try to balance their jobs with the demands of personal, family, and community activities. Dedicated employees may face difficult decisions when the needs of a job conflict with the their personal obligations.

3. Explain the right to safe working conditions.
   * The Occupational Safety and Health Administration (OSHA) establishes and enforces safety standards for work environments. Both the employer and the employee have responsibilities to follow safety regulations and maintain safe working conditions.

   * Many companies enroll in an insurance program that compensates workers who are injured or who develop a disease as a result of their jobs. *Worker's compensation* pays benefits toward lost income, cost of medical care, and death benefits and pensions to dependents of workers killed on the job.

4. Explain worker rights to job orientation and to fair review and evaluation of work performance.
   * A job orientation should allow the worker to become acquainted with the work site, obtain a copy of employer rules and policies, meet co-workers, and receive a description of the duties for a specific job.

   * Procedures for job performance review and evaluation should be written down and explained to new employees as part of the orientation.

   * Unless specifically prohibited by contract, most employers have a right to assign and schedule work, and an employee who refuses to perform assigned work may be fired.

5. Describe a process to resolve conflicts between co-workers or between employers and workers.
   * The way in which an employer deals with worker complaints or grievances depends on management style. If workers are represented by a union, the union usually handles grievance procedures. A company with a "flat organization" (few middle managers) may have a team or trained facilitators

to help people solve problems with co-workers. Regardless of the method or procedure used, it is usually important to resolve conflict at the lowest level possible. One process for dealing with conflict includes the following steps:

- Step back from the conflict in order to identify the real problem.
- Allow everyone to express feelings or positions calmly.
- Work with all parties to identify alternatives for resolving the conflict.
- Select an alternative that everyone can live with, which may require some compromise from each person.
- Seek a mediator or a neutral person if the conflict cannot be resolved by those involved.

6. Develop guidelines for applying information about rights.

* The most productive work situations occur when an employer and employee consider themselve partners: the employee brings to the job certain skills and knowledge, a positive attitude, and dedication to the quality of his or her work; the employer brings to the work place money to reward the employee and a commitment to the success and well-being of everyone in the company. Being partners demands that both the employer and employee accept their own responsibilities and respect the rights of the other. When the employer and employee are partners, they can work together in a spirit of cooperation and consideration to overcome problems and resolve conflicts.

* Workers who are concerned about possible violations of their rights may find the followingsuggestions helpful.

  - Examine personal performance and responsibilities first. For example, the worker who constantly complains about working conditions or who fails to cooperate with others is not likely to be considered for promotion, no matter how good he or she might be at the technical aspects of a job.
  - Approach the subject tactfully. Asking questions about company practice and making requests, for example, are more likely to yield positive results than making accusations or demands. A tactful approach allows the employer to correct a situation before it escalates into a more serious conflict.
  - Use the conflict resolution process when applicable. A compromise allows each person to win something.
  - Take legal action only as a last resort.

Resources

Building a Professional Life. Hallman and Johnson.
Business in Action. Bittel.
EFE/WECEP Employment Unit. Special Programs.
EFE/WECEP Pre-Employment Unit. Special Programs.
Getting Ready: Decision, Jobs, Careers. Jones.

Hire Learning. Duffy.
Mapping Out Success: A Guide to Navigating the Job Market. VVCRC.
Our Business And Economic World. Brown and Clow.
Reaching Your Potential. Throop.
Virginia Labor Laws: Employment Regulations Affecting Minors. Virginia DOLI.
Working: Today and Tomorrow. Changing Times Education Service.
Video: *How to Deal with Difficult People.*

Career Pathways

Landmark 3
Discovering More About Yourself

CAREER CONNECTIONS

Landmark 3
Discovering More About Yourself

Routes

3.1 Analyze personal assets.

3.2 Identify short-range and long-range goals.

Landmark 3: Discovering More About Yourself

Route

3.1 Analyze personal assets.

Checkpoint

S3.1 Analysis yields
- a definition of *personal assets*
- a self-assessment of individual skills and abilities, interests and aptitudes, strengths and weaknesses, and values
- a distinction between needs and wants
- an examination of thinking skills.

Milestones

1. Define *personal assets.*
   - ✱ *Skills* and *abilities* are tasks that a person has learned to do well.
   - ✱ *Interests* are activities a person enjoys doing. *Aptitude* (talent or natural inclination) makes it easier to develop a skill or ability.
   - ✱ *Strengths* are areas in which a person is able to act or function effectively; *weaknesses* are those areas in which a person's functioning is not as effective. Everyone has intellectual, emotional, and physical strengths and weaknesses.
   - ✱ *Values* are objects, ideas, and beliefs people admire, find worth in, and think are important. Everyone has values, regarding some things as more important than others. While not everyone has the same values, there are some that are considered very important for employability. These include honesty, loyalty, fairness, respect, responsibility, pursuit of excellence, and accountability.

2. Identify personal assets.
   - ✱ Performance and academic achievement tests measure skills. There are a variety of inventories, many of them self-administered, to help assess interests, aptitudes, and values. These include
     - *Career Assessment Inventory,* National Computer Systems, Inc.
     - *Geist Picture Interest Inventory,* Western Psychological Corporation
     - *Gordon Occupational Checklist,* Harcourt, Brace, and World, Inc.
     - *Minnesota Importance Questionnaire,* Vocational Psychological Research at University of Minnesota

- *Occupational Interest Inventory,* California Test Bureau
- *Picture Interest Inventory,* California Test Bureau
- *Reading-Free Vocational Interest Inventory,* American Association in Mental Deficiency
- *Wide-Range Interest and Opinion Test,* Jastak Associates, Inc.

3. Distinguish between *needs* and *wants.*
   * Psychologist Abraham Maslow categorized human needs in a hierarchy of five ascending levels, beginning with survival and ending with self-actualization. A person's behavior reflects needs at one level until those needs are met, at which time the person can progress to the next level.

   * Physical or emotional elements that are not necessary to sustain human life (wants) may be desired to make life more comfortable or enjoyable.

4. Practice advanced thinking skills.
   * Representatives of employers say that workers should have advanced thinking skills. The development of these skills involves a progression from the concrete, manipulative form of performance to the semi-concrete, paper-and-pencil form, and finally to the abstract, verbal form. Advanced thinking skills enable workers to distinguish fact from opinion, to compare and contrast objects and ideas, predict consequences of actions or decisions, and to solve problems and evaluate the impact of the solutions.

   * In addition, employers want workers to be capable of solving practical problems that affect individuals, families, the company, and the community.

Resources

Building Thinking Skills, Book-2. Black and Black.
Building Thinking Skills, Book-3 Figural. Black and Black.
Building Thinking Skills, Book-3 Verbal. Black and Black..
Career Skills. Kelly and Volz-Patton.
EFE / WECEP Pre-Employment Unit, Phase I. Special Programs Service.
Getting Ready: Decision, Jobs, Careers. Jones.
Life Planning Guide. Ohio Department of Education.
Mapping Out Success: A Guide to Navigating the Job Market. VVCRC.
Organizing Thinking, Book II. Black and Black.
Reaching Your Potential. Throop.
Working Today and Tomorrow. Changing Times Education Service.

Route

3.2 Identify short-range and long-range goals.

Checkpoint

S3.2 Identification includes
- steps in the goal-setting process
- an action plan (strategies) for implementing each goal.

Milestones

1. Identify steps in setting goals.
   * Make a list of hopes for and expectations of the future. Use the thoughts and hopes of future activities recorded in Route 1.1 and previously determined needs, wants, and values (Route 3.1) as aids.
   * Categorize hopes and expectations as *personal, educational, professional,* and *community;* include something in each category. A variety of goals increases chances of success.
   * Derive goal statements from the list of hopes and expectations. For example, a person who hopes to fly a plane may set a goal to obtain a pilot's license.
   * Label each goal as *short-term* (one year or less to achieve) or *long-term.*
   * Write a plan of action by listing steps for achieving each goal. Be specific, and include estimated dates of accomplishment.
   * Review and update goals periodically, adjusting to change if necessary.
2. Compose goal statements that are in positive language, as specific as possible, and measurable.
3. Identify motivational techniques and pitfalls associated with goals and strategies.

* Motivational techniques include
  - forming mental images of goal achievement and success (visualization)
  - understanding that the process of accomplishment includes progress, a plateau of no progress, and more progress
  - using praise from family and friends and giving oneself periodic rewards.

* Pitfalls that prevent or delay goal accomplishment include
  - procrastination, postponing a task
  - fears, perhaps fear of failure or fear of success
  - inflexibility, failure to adjust plans in response to change
  - not having a personal commitment to the goal (setting goals to please others).

Resources

Career Skills. Kelly and Volz-Patton.
Going for the Goal, Leader Manual and Student Activity Book. Danish and Howard.
Reaching Your Potential. Throop.
Your Future: Plans and Choices. Daggett.

Career Pathways

Landmark 4
Mapping the Career Trip

Landmark 4
Mapping the Career Trip

Routes

4.1 Explain the process of making a career choice.

4.2 Explore career clusters, fields, and occupations.

4.3 Develop a tentative career plan.

Route

4.1 Explain the process of making a career choice.

Checkpoint

S4.1 Explanation includes
- the importance of making a thoughtful career choice and setting a tentative career goal
- steps in career decision making
- summary of previously completed self-study

Milestones

1. List some consequences of failing to make a thoughtful career choice.

2. List some advantages of having a career goal.
   * While it does not ensure success, having a career goal greatly improves a person's chances of selecting a career that affords personal satisfaction.
   * Having a career goal, even if it may change in the future, helps in the development of educational and financial strategies.
   * Having a plan of action for achieving a career goal provides a means of evaluating progress.
   * Completing steps in a career plan of action builds self-confidence.
   * Potential employers and representatives of higher education are impressed with applicants who have goals and plans for achieving them.

3, Identify the steps in career decision making:
   * Identify personal wants and needs.
   * Analyze personal assets and resources.
   * Identify, investigate, and evaluate options.
   * Set short-term and long-term career goals.
   * Develop and implement a plan for achieving career goals.
   * Periodically review and update career goals.

4. Summarize study of self by listing and describing
   * skills and abilities
   * interests and aptitudes

* strengths and weaknesses
* needs and wants
* short-term and long-term goals.

Resources

Mapping Out Success: A Guide to Navigating the Job Market. VVCRC.

Route

4.2 Explore career clusters, fields, and occupations.

Checkpoint

S4.2 Exploration focuses on
- career opportunities in each of four career clusters (groups of related career fields)
- selection of a career field for further research
- description of one entry-level and one advanced-level job within the selected career.

Milestones

1. Define terms related to careers.
   * *Career:* a progression of related jobs or work experiences that encompasses employment, continuing education, and personal growth
   * *Career cluster:* a group of related career fields
   * *Career field:* a group of occupations centered around a particular environment (e.g., farms or forests), industry (e.g., textiles), or major responsibility (e.g., health care)
   * *Career ladder:* a sequence of jobs that builds on previous experiences and leads to career advancement
   * *Entry-level:* jobs filled by people who may or may not have the education required but who lack experience or specialized training; jobs usually considered for beginners
   * *Advanced-level:* jobs that require special skills, knowledge, and work experience
   * *Job:* all tasks performed by a worker
   * *Task:* specific work action performed by a worker
   * *Credentials:* documentation showing what a person has done or should be able to do; i.e., competency record, diploma, driver's license, certification

2. Identify career fields in four career clusters.
   * The ***business and management cluster*** focuses on managing, planning, leading, and controlling the work of people and flow of information. It includes the fields of business and office careers and marketing and distribution (transportation) careers.

* The ***health and human services cluster*** comprises customer service providers of all kinds. It includes the careers in the fields of
  - family and consumer sciences
  - environmental sciences
  - health care
  - hospitality and recreation
  - personal service
  - public service.

* The ***fine arts and media cluster*** is composed of occupations focusing on presentation of information, ideas, and entertainment through visual, oral, and written media. It includes careers in communication and in the fine arts and humanities fields.

* The ***manufacturing and technology cluster*** groups the research, design, fabrication, production, and maintenance of products, often utilizing natural resources and raw materials. It includes careers in the fields of
  - agriculture
  - construction
  - manufacturing
  - marine science.

3. Describe an entry-level and an advanced-level job in a selected career field by listing tasks performed by workers on the job and evaluating the following:

* ***Physical considerations***
  1. Is lifting, carrying, pushing, or pulling required?
  2. Is climbing or balancing required?
  3. Is manual dexterity (reaching, handling, fingering, or feeling) required?
  4. How much talking, hearing, and reading are required?

* ***Skill considerations***
  1. What skills are required?
  2. What education or training is required?
  3. What credentials are required?
  4. How or where can the skills and credentials be acquired?

* ***Work environment considerations***
  1. Is the work done inside, outside, or both?
  2. What work noises are present?
  3. Are there odors, dust, or fumes in the workplace?
  4. Are there safety hazards or dangers?
  5. Are there extreme temperature changes or humid conditions?

* ***Other work considerations***
  1. What rules and restrictions apply to the job? For example, is confidentiality essential?
  2. Does the work involve special groups of people (elderly, children, disabled, immigrants, etc.)? If so, what skills and knowledge are needed?
  3. Is travel required?
  4. Are there clothing and appearance requirements?
  5. Is the job locally available?

* ***Social considerations***
  1. Does an employee work mostly with customers, with co-workers, or alone?
  2. Are there any social barriers, i.e., age, gender, race, religion, or nationality?

* ***Economic considerations***
  1. What standard of living would the job provide?
  2. What advancement opportunities are available?
  3. Do educational opportunities exist on the job, such as apprenticeship or specialized training?
  4. What fringe benefits are generally offered by employers in this field; e.g., health care plans, pension plans, paid vacations?

Resources

Careering and Re-Careering for the 1990s. Krannick.
Dictionary of Occupational Titles, U. S. Department of Labor.
Guide to Occupations in Virginia, VOICC.
Occupational Outlook Handbook, U.S. Bureau of Labor Statistics.
Virginia VIEW. Virginia Tech.

Route

4.3 Develop a tentative career plan.

Checkpoint

S4.3 Plan consists of
- a match of self-study with results of career exploration
- selected options for obtaining necessary education or training
- high school courses for career preparation
- work experiences related to the career field.

Milestones

1. Match the results of self-study with those of career exploration.
   * List job tasks that you think you would enjoy doing (matching interests).
   * List job tasks that you think you would do well (matching aptitudes and skills).
   * List qualifications for the job that you already have and credentials you must acquire (matching strengths and weaknesses).

2. Identify options for obtaining the education or training required for selected jobs.
   * **Government training programs** are financed by federal or state governments.
   * **Two-year** or **community colleges** offer programs for certification, associate degrees, and transfer credit to four-year institutions.
   * **Technical schools** prepare people for technical occupations that do not demand a baccalaureate degree, such as drafting, computer maintenance, practical nursing, and electronics repair.
   * **Business colleges** offer programs such as accounting, business, computer programming and information systems, and business management.
   * **Independent or self-directed study** may consist of correspondence courses, adult education programs, or do-it-yourself books and tapes.
   * **Apprenticeship programs** combine on-the-job training and related classroom instruction in specific job-related skills.
   * **Colleges and universities** prepare students for professional-level jobs that require a baccalaureate degree for entry.

* **Military service** provides selected education and training opportunities in technical jobs needed for national defense.
* **Community or civic organizations** provide opportunities for volunteer experience and training.
* **Employee training** is provided by businesses and unions to workers new to the company or to those needing retraining.

3. Determine high school courses required for or helpful to career preparation.

4. Identify work experiences related to the career field.
   * Part-time or temporary jobs or volunteer experiences through cooperative education, internship, or youth apprenticeship programs can help a person
     - develop networking skills and contacts beneficial to the career goal
     - develop work skills related to a career goal
     - establish employment references
     - become familiar with operation of equipment and procedures that are common to the industry
     - explore entry-level job opportunities within a career field or cluster.

   * Information about these jobs may be obtained from the local VEC office, the placement office of the local community college, private employment agencies, community agencies, or the local newspaper.

Resources

Exploring Career Decision-Making. Winefordner.

Career Pathways

Landmark 5
Becoming a Career Investigator

CAREER CONNECTIONS

Landmark 5
Becoming a Career Investigator

Routes

5.1 Describe the elements of the career investigator (job-shadowing) experience.

5.2 Complete a job application packet.

5.3 Interview for a job as a career investigator.

5.4 Accept a career investigator position.

5.5 Prepare for a job as a career investigator.

Landmark 5: Becoming a Career Investigator

Route

5.1 Describe the elements of the career investigator (job-shadowing) experience.

Checkpoint

C5.1 Description includes
- basic facts about job shadowing
- job-shadowing objectives.

Milestones

1. Summarize the basic facts about job shadowing.
   * *Job shadowing* is a series of in-class lessons and job-site visits in which students investigate and observe activities that occur in business and industry.
     - Job shadowing is a privilege gained from satisfactory completion of Phase I of Career Pathways and selection by a company for the position of career investigator.
     - The job-shadowing plan is developed cooperatively by the student, his or her parents, and representatives of the school and the company.

   * Students benefit from job shadowing by
     - developing a network of business contacts for future job searches
     - gaining insight into a company's operations, organizational structure, policies, employee work relationships, and information that helps a job applicant compete for employment
     - identifying company expectations and other information that facilitate career advancement.

   * As a career investigator, a student is expected to
     - work with company and school representatives and parents to develop an agreement detailing job-shadowing objectives
     - adhere to the job-shadowing agreement
     - accomplish job-shadowing objectives
     - demonstrate mature behavior as a representative of the school. This includes
       - cooperating with supervisors

- completing work assignments according to directions
- being dependable
- starting to work each day without being told
- demonstrating enthusiasm on the job
- accepting responsibility for assigned work
- learning from criticism
- following company rules, policies, and regulations
- adhering to company expectation regarding apparel and appearance.

2. List job-shadowing objectives.

   * Objectives can be determined from job descriptions for entry-level, technical, and professional-level positions in a company.

   * Career investigators will investigate and report on
     - problems that occur on the job
     - ways that problems are solved on the job
     - working conditions
     - work relationships among people
     - the company's organizational structure
     - the rewards of work
     - company rules and policies
     - the planning process and applications on specific jobs
     - procedures for maintaining or improving quality
     - opportunities for worker promotion and advancement
     - examples of setting priorities
     - elements of professional behavior.

Route

5.2 Develop a job application packet.

Checkpoint

C5.2 Packet includes
- an employment profile
- a resume
- a completed job application form
- an application letter.

Milestone

1. Develop an employment profile that can be presented to a prospective employer and that includes
   * positive and accurate examples of classroom work
   * certificates and awards earned for school or community-related activities
   * records of participation in co- or extracurricular activities
   * letters of recommendation from employers, volunteer supervisors, teachers, coaches, or advisers
   * competency records, transcript, or other evaluation summaries
   * results of previously completed career exploration activities.

2. Develop a resume that describes work and education history and job qualifications.
   * A resume can create an impression that will help interviewers remember an applicant, emphasize strengths that may not be obvious on a job application form, and provide an introduction of the applicant when the first contact must be made by mail.

   * Categories of information generally included are
     - career objective (immediate and long-range)
     - education: complete names of schools, addresses, and dates of attendance; courses taken that relate to career objectives; and honors, awards, and achievements
     - work experience (paid or volunteer): names and addresses of employers and supervisors, dates of work, and brief list of duties
     - general and technical skills

- references, listed with their permission.

* A resume should be organized logically; typed neatly; free from grammar, spelling, or style errors; brief (no more than two pages); and accurate in presentation of facts.

3. Complete a job application form according to the following guidelines:
   * Read the entire form before answering any questions.
   * Read the instructions.
   * Be neat, and avoid corrections.
   * Type the form or use ink.
   * Answer every question that applies, or write *NA* for *not applicable,* or draw a short line in the space.
   * Write in full name, no nicknames.
   * Spell all words correctly.
   * Be familiar with laws pertaining to information to which a prospective employer may or may not be entitled.
   * Be specific about job preference.
   * Be prepared to list all schools, addresses, and dates of attendance.
   * Be prepared to list all work experience and to explain any gaps between periods of school attenance or employment.
   * Use names of references only with their permission.
   * Be honest.

4. Write an application letter to accompany a resume and request consideration for employment.
   * A letter of application is a sales letter that should attract favorable attention by
     - stating how the applicant found out about the job
     - telling why the applicant is applying for the job
     - requesting an interview
     - listing the names of several references in the body of the letter or on the resume
     - thanking the employer for his or her time
     - including a neatly written signature.

5. Describe how an employer might use an application packet to predict an employee's success.
   * A neatly and accurately completed application form demonstrates an ability to follow directions and organize information.

   * An effective resume illustrates self-confidence, initiative, good communication skills, and the ability to plan and set goals. Ineffective resumes tend to
     - lack an objective
     - include unrelated categories of information

- be too long or too short
- have an unclear purpose
- contain too much jargon and irrelevant data
- be poorly typed, designed, and reproduced
- be too boastful
- appear deceptive or dishonest
- be difficult to understand or interpret.

* A well prepared employment profile documents strengths and illustrates contributions the applicant can make to a company. The presentation of the profile can indicate the presence or absence of poise, confidence, and the ability to perform under pressure.

Resources

Careering and Re-Careering in the 1990s. Krannich.
Career Skills. Kelly and Volz-Patton.
Career Directions. Changing Times Educational Service
Economic and Societal Factors. Hendrix.
Getting Ready: Decisions, Jobs, Careers. Jones.
Succeeding in the World of Work. Kimbrell and Vineyard.
The Work Book. Farr.
The Work Experience Planner. Stull and Zedlitz.
Working, Skills for a New Age. Bailey.
Working Today and Tomorrow. Changing Times Educational Service.

Route

5.3 Interview for a job as a career investigator.

Checkpoint

C5.3 Acceptable student performance focuses on

- appropriate grooming and appearance
- effective verbal and nonverbal communication
- professional demeanor
- display of job qualifications that includes
  - answering questions clearly
  - asking appropriate questions
  - presenting an employment profile
  - presenting other documents as requested
- evaluation of the interview, with determination of any areas of needed improvement.

Milestones

1. Describe preparations for a job interview.

   * Gather information about the prospective employer (sponsoring company):
     - **Company history:** story of the firm's beginning and changes through the years
     - **Company characteristics:** number of employees, branches, plants; kinds of jobs, skills, and knowledge within the company; the firm's vision and mission
     - **Company's economic condition:** expanding, maintaining, downsizing
     - **Product information:** kinds of products/services offered
     - **Company's customers:** local, national, international, wholesale, retail, target markets.

     This kind of information will help an applicant match specific company needs with his or her qualifications and ask appropriate questions during the interview.

   * Gather materials, including the job application packet, to take to the interview.

2. Explain the purpose and elements of a job interview.
   * The job interview is a face-to-face discussion between a job applicant and the employer.
     - An interview enables the applicant to demonstrate job qualifications and to gather information necessary for employment decisions.
     - An interview gives the employer an opportunity to judge the applicant's qualifications and suitability for a specific position.

   * Most interviews have four stages:
     - Introduction, in which the interviewer explains what the job is about, sets the style of the interview (degree of formality), and attempts to put the applicant at ease
     - Questions directed to the applicant concerning his or her background and qualifications; an applicant may present selections from the employment profile to document qualifying experiences
     - Questions from the applicant about the job and the company
     - Closing remarks.

3. Describe effective appearance and behavior for a job interview.
   * Appearance is generally reflected by posture, grooming, and clothing.
     - Posture, which consists of standing, sitting, and walking, communicates a person's attitudes and feelings toward self and others.
     - Grooming is an element of good health and hygiene habits. The condition of the skin, hair, teeth, and nails are the result of diet, routine care, exercise, and rest.
     - Clothing considerations include quality, fit, fabric, color, style, choice of accessories, and suitability for the occasion.

   * Interviewers judge an applicant's behavior from time of arrival to departure. Generally, the applicant should know how to
     - greet a receptionist and the interviewer and introduce himself or herself
     - wait patiently and calmly
     - shake hands
     - use gestures and body movements for expression
     - sit and stand properly
     - use eye contact
     - ask questions
     - listen attentively
     - speak in standard English
     - answer questions
     - express appreciation for the interview
     - follow up the interview with a thank-you letter or phone call.

4. Anticipate questions that employers may ask in an interview.
   * Interviewers generally use one of two approaches in an interview.
     - The interviewer may ask the applicant to talk about himself or herself. The applicant should be prepared to emphasize qualifications, show an interest in the company, and give reasons for wanting to work there.
     - The interviewer may ask specific questions about experience, education, skills, interests, work styles, and other considerations.
     - Applicants should strive to give clear and concise answers or comments. The interviewer will ask for more detail if desired.
     - Applicants can take this opportunity to present their employment profile, documenting specific job qualifications.

   * The law prohibits unlawful discrimination in hiring, and a qualified applicant cannot be turned down for employment simply because of his or her gender, race, nationality, or religion. Some interview questions may reflect discrimination and are classified as illegal. Although there is disagreement about the legal or illegal nature of some questions, applicants may politely refuse to answer questions they believe to be too personal.

5. Evaluate an interview.
   * No applicant has a successful interview every time. Applicants must evaluate each interview experience in terms of strengths and areas of needed improvement and work to be more effective the next time.

   * Employers have the right to choose any worker who applies as long as they do not willfully discriminate against an applicant simply because he or she belongs to a certain population. Many times the supply of qualified applicants exceeds the demand. Unless the employer gives a specific reason (for example, needing someone with a special type of experience), applicants must accept the fact that they will at some point be rejected in favor of another. It is difficult to avoid taking this rejection personally, but the most successful job seekers use an unsuccessful search to expand their network of professional contacts.

Resources

Building a Professional Life. Hallman and Johnson.
Economic and Societal Factors. Hendrix.
EFE/WECEP Pre-Employment Phase I. Special Programs.
Hire Learning. Duffy.
How to Find and Apply for a Job. Kushner.
How to Look Good to an Employer. Anthony and Roe.
The Job You Want. Blackledge and Blackledge.
Mapping Out Success: A Guide to Navigating the Job Market. VVCRC.

Reaching Your Potential. Throop.
Succeeding in the World of Work. Kimbrell and Vineyard.
Working: Skills for a New Age. Bailey.
The Work Book. Farr.

Route

5.4 Accept a career investigator position.

Checkpoint

C5.4 Acceptance includes
- an evaluation of the offer in terms of advantages and disadvantages and any tradeoffs that must be made
- a letter of acceptance.

Milestones

1. Determine criteria for evaluating a job offer.
   * Job applicants must consider a variety of factors before accepting or declining a job offer. Their list may include, among others, salary, benefits, working conditions, location, travel requirements, and chance of advancement.

   * To make an informed choice of worksite (job-shadowing) experience, students must be able to evaluate an offer based on their own predetermined criteria, which may include the following:
     - Does this job have characteristics that appeal to me? Is the job in a career field in which I have determined an interest?
     - Does the employer offer job-shadowing experiences that will help me gain an overview of this career field and career cluster?
     - Will I gain the benefit of networking?
     - Will I be able to get any hands-on experience?
     - Will I be able to observe activities that illustrate job-related problem solving and decision making?

2. Explain the concept of trade-offs.
   * A *trade-off* is a balancing of factors, all of which are not attainable at the same time.

   * A perfect job or worksite experience would be one that matches all expectations and has no disadvantages. It most likely does not exist. Job applicants must be prepared to weigh an offer in terms of their most important criteria, which requires them to prioritize. They must decide if they will accept a particular disadvantage to gain an advantage.

3. Write letters accepting and rejecting job offers.
   * Because people may progress up a career ladder by holding jobs in several companies, it is important to maintain a good relationship with all firms encountered during the application and interview process. An applicant must respond appropriately to all offers, writing both acceptance and rejection letters that project professionalism and good will.

   * Rejection letter
     - Use a business letter format.
     - Paragraph 1: express appreciation for the interview and for their consideration.
     - Paragraph 2: Explain that another offer was accepted and give a reason
     - Paragraph 3: Conclude the letter with a statement of appreciation for the offer that leaves the door open for future communication.

   * Acceptance letter
     - Use a business letter format.
     - Paragraph 1: Express pleasure in the offer and state acceptance.
     - Paragraph 2: Outline agreed-upon terms such as starting date.
     - Paragraph 3: Restate appreciation for the offer and express anticipation of challenging experiences.

Resources

Career Directions. Changing Times Education Service.
Careering and Re-Careering for the 1990s. Krannick.
Career Skills. Kelly and Volz-Patton.
Exploring Career Decision-Making. Winefordner.
Getting Ready: Decision, Jobs, Careers. Jones.
Letter of Application and Resume, Using a Microcomputer. Jackson.
Succeeding in the World of Work. Kimbrell and Vineyard.
Your Future, Plans and Choices. Daggett.

Route

5.5 Prepare for a job as a career investigator.

Checkpoint

C5.5 Preparation consists of
- a job-shadowing plan completed jointly by the student, employer, and teacher
- a job-shadowing agreement signed by the student, employer, teacher, and parent.

Milestones

1. Review expectations of the worksite experience.
   * Student and sponsoring employer expectations form the basis of the job shadowing plan.
     - Students should expect a safe, secure working environment; one or more employees to act as supervisor/mentor; and the opportunity to observe or participate in vital job activities.

     - Sponsors should expect a student to come prepared to work; to seek information about the firm, the job, and the career field; and to follow the regulations and procedures set forth in the job-shadowing plan and agreement.

2. Determine components of the shadowing plan and agreement.
   * Shadowing plans and agreements should by customized for each student.

   * Schools may adapt training plans used for cooperative education, internship, or other worksite experience for use with job shadowing. Components that may be adapted include
     - training objectives (tasks to be accomplished by the student either at the job site or in the classroom)
     - training activities (activities on site or in the classroom that will help the student meet the objectives)
     - list of behaviors expected of the student while at the job site
     - description of student orientation
     - number of hours and schedule for job site activities

- working conditions
- transportation responsibilities.

* Schools may also adapt training agreements used for cooperative education, internship, or other worksite experience for use with job shadowing. Components that may be adapted include
  - responsibilities of the student, employer, teacher, counselor, and parent/guardian
  - methods of evaluating and document activities
  - procedures for resolving concerns/problems of the student, the company, and the school
  - recognition of successful experiences.

* The plan and agreement must be signed by the student, parent/guardian, teacher, sponsor, and other school officials as locally required.

3. Evaluate job shadowing experiences according to the agreement.
   * Several types of evaluation and follow-up may be necessary to ensure expected benefits of job shadowing for all parties.
     - The teacher and the sponsor evaluate the student's progress toward meeting the objectives outlined in the shadowing plan.
     - The student, sponsor, and teacher evaluate the experience as a basis for future improvements.

   * The student, sponsor, and teacher should evaluate the experience as it is happening to identify strengths and weaknesses and to provide an opportunity for immediate improvement. This type of evaluation is based on criteria outlined in the shadowing plan.

   * The student, sponsor, and teacher should evaluate the experience after its completion for the purpose of proving its success. Factors for this type of evaluation may include benefits to all parties and general operational concerns.

Resources

Vocational Cooperative Education Guide for Teacher-Coordinators. Virginia Department of Education.

Cooperative Vocational Education Policies and Procedures Manual. North Carolina Department of Public Instruction.

Career Pathways

List of Resources

CAREER CONNECTIONS

Resources

Resources are available from the lending library of the Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA, Phone: (804) 261-5075, FAX: (804) 261-5079, Va. PEN: VVCRC@pen.k12.va.us.

Print Resources

Albertus, K. and B. Baker. *Critical Thinking Activities to Improve Writing Skills, Where-Abouts A-1.* Pacific Grove, CA: Critical Thinking Press and Software, 1989.

_____. *Critical Thinking Activities to Improve Writing Skills, Arguments A-1.* Pacific Grove, CA: Critical Thinking Press and Software, 1989.

Anthony, R. and G. Roe. *How to Look Good to an Employer.* Belmont, CA: David S. Lake, 1987.

Bailey, L. *Working: Skills for a New Age.* Albany, NY: Delmar, 1990.

Baker, M. *What Would You Do? Developing and/or Applying Ethical Standards.* Pacific Grove, CA: Critical Thinking Press and Software, 1989.

Bittel, L. *Business in Action: An Introduction to Business,* 3rd. ed. New York, NY: Gregg Division, McGraw-Hill, 1988.

Black, H. and S. Black. *Building Thinking Skills, Book-2.* Pacific Grove, CA: Critical Thinking Press and Software, 1987.

_____. *Building Thinking Skills, Book-2, Lesson Plans and Teacher's Manual.* Pacific Grove, CA: Critical Thinking Press and Software, 1987.

_____. *Building Thinking Skills, Book-3, Verbal.* Pacific Grove, CA: Critical Thinking Press and Software, 1985.

_____. *Building Thinking Skills, Book-3 Verbal, Lesson Plans and Teacher's Manual.* Pacific Grove, CA: Critical Thinking Press and Software, 1985

_____. *Building Thinking Skills, Book-3, Figural.* Pacific Grove, CA: Critical Thinking Press and Software, 1985.

_____. *Building Thinking Skills, Book-3 Figural, Lesson Plans and Teacher's Manual.* Pacific Grove, CA: Critical Thinking Press and Software, 1985.

_____. *Organizing Thinking, Book II.* Pacific Grove, CA: Critical Thinking Press and Software, 1990.

Blackledge, W. and E. Blackledge. *The Job You Want—How to Get It.* Cincinnati, OH: South-Western, 1983.

Brown, B. and J. Clow. *Our Business and Economic World,* 2nd ed. Boston, MA: Houghton Mifflin, 1987.

Camilli, T. *A Case of Red Herrings: Solving Mysteries Through Critical Questioning, Book A-2.* Pacific Grove, CA: Critical Thinking Press and Software, 1993.

Changing Times Education Service and Visual Education Corporation. *Career Directions.* St. Paul, MN: EMC Corporation, 1987.

Changing Times Education Service and Visual Education Corporation. *Working, Today and Tomorrow.* St. Paul, MN: EMC Corporation, 1987.

Cooperative Vocational Education Policies and Procedures Manual. Raleigh, NC: North Carolina Department of Education, 1988.

Daggett, W. *Your Future: Plans and Choices.* Cincinnati, OH: South-Western, 1985.

Dictionary of Occupational Titles. Washington, DC: U.S. Department of Labor, 1991.

Doolittle, J. *Dr. DooRiddles, Associative Reasoning Activities, Book A-1.* Pacific Grove, CA: Critical Thinking Press and Software, 1991.

_____. *Dr. DooRiddles, Associative Reasoning Activities, Book B-1.* Pacific Grove, CA: Critical Thinking Press and Software, 1991.

_____. *Dr. DooRiddles, Associative Reasoning Activities, Book C-1.* Pacific Grove, CA: Critical Thinking Press and Software, 1991.

Duffy, P. *Hire Learning.* Centerville, MA: Career Education Services, 1990.

Eggland, S. and J. Williams. *Human Relations at Work.* Cincinnati, OH: South-Western, 1987.

EFE/WECEP Instructional Materials Manual, Orientation. Richmond, VA: Special Programs Service, Virginia Department of Education, 1981.

EFE/WECEP Instructional Materials Manual, Career Exploration. Richmond, VA: Special Programs Service, Virginia Department of Education, 1986.

EFE/WECEP Instructional Materials Manual, Employment. Richmond, VA: Special Programs Service, Virginia Department of Education, 1986.

EFE/WECEP Instructional Materials Manual, Pre-Employment. Richmond, VA: Special Programs Service, Virginia Department of Education, 1983.

EFE/WECEP Instructional Materials Manual, Pre-Employment Phase I. Richmond, VA: Special Programs Service, Virginia Department of Education, 1989.

Farr, J. *The Work Book, Getting the Job You Want.* Mission Hills, CA: Glencoe, 1987.

Hallman, P. and J. Johnson. Building a Professional Life. Albany, NY: Delmar, 1993.

Harnadek, A. *Critical Thinking Activities for Mathematics, Book 3.* Pacific Grove, CA: Critical Thinking Press and Software, 1991.

_____. *Critical Thinking Activities for Mathematics, Book 3, Teacher's Manual.* Pacific Grove, CA: Critical Thinking Press and Software, 1991.

_____. *Critical Thinking Book 1.* Pacific Grove, CA: Critical Thinking Press and Software, 1991.

_____. *Critical Thinking Book 1, Teacher's Manual.* Pacific Grove, CA: Critical Thinking Press and Software, 1991.

_____. *Critical Thinking Book Two.* Pacific Grove, CA: Critical Thinking Press and Software, 1981.

_____. *Critical Thinking Book Two, Teacher's Manual.* Pacific Grove, CA: Critical Thinking Press and Software, 1981.

_____. *Do We Have an Understanding? Analyzing Agreements, Book C-1.* Pacific Grove, CA: Critical Thinking Press and Software, 1981.

_____. *Mind Benders-A4, Deductive Thinking Skills.* Pacific Grove, CA: Critical Thinking Press and Software, 1981.

_____. *Mind Benders-C2, Deductive Thinking Skills.* Pacific Grove, CA: Critical Thinking Press and Software, 1981.

Hendrix, M. *Economic and Societal Factors, Occupational Orientation.* Austin, TX: Texas Education Agency, 1984.

Hill, W. and R. Edwards. *Mathematical Reasoning Through Verbal Analysis, Book-2.* Pacific Grove, CA: Critical Thinking Press and Software, 1991.

_____. *Mathematical Reasoning Through Verbal Analysis, Book-2, Teacher's Manual.* Pacific Grove, CA: Critical Thinking Press and Software, 1991.

Letter of Application & Resume, Using a Micro-Computer. Cincinnati, OH: South-Western, 1989.

Jones, R. *Getting Ready: Decisions, Jobs, Careers.* Albany, NY: Delmar, 1989.

Kelly, J. and R. Volz-Patton. *Career Skills.* Mission Hills, CA: Glencoe, 1987.

Kimbrell,G. and B. Vineyard. *Succeeding in the World of Work,* 4th ed. Encino , CA: Glencoe, 1981.

Krannich, R. *Careering and Re-Careering for the 1990s,* 2nd ed. Woodbridge, VA: Impact, 1989.

Kushner, J. *How to Find and Apply for a Job.* Cincinnati, OH: South-Western, 1989.

Life Planning Resource Guide. Columbus, OH: Family Life Education, Ohio Department of Education, 1994.

Morrell, K. E. *Challenging Codes, Quips and Quotes.* Pacific Grove, CA: Critical Thinking Press and Software, 1991.

National VICA. *Total Quality Management.* Houston, TX: American Productivity & Quality Center, 1992.

Occupational Outlook Handbook, 1992-93 Edition. U.S. Department of Labor, Bureau of Labor Statistics, 1992.

O'Reilly, K. and J. Splaine. *Critical Viewing, Stimulant to Critical Thinking.* Pacific Grove, CA: Critical Thinking Press and Software, 1987.

_____. *Critical Viewing, Stimulant to Critical Thinking, Teacher-s Guide.* Pacific Grove, CA: Critical Thinking Press and Software, 1987.

Ryan, J. *Managing Your Personal Finances.* Cincinnati, OH: South-Western, 1982.

Splaine, J. and P. Splaine. *Educating the Consumer of Television.* Pacific Grove, CA: Critical Thinking Press and Software, 1992.

_____.*Educating the Consumer of Television, Teacher's Guide.* Pacific Grove, CA: Critical Thinking Press and Software, 1992.

Stull, W. and R. Zedlitz. *The Work Experience Planner,* 2nd ed. Cincinnati, OH: South-Western, 1990.

Throop, R. *Reaching Your Potential.* Albany, NY: Delmar, 1992.

VVCRC. *Mapping Out Success: A Guide to Navigating the Job Market.* Richmond, VA: Virginia Department of Education, 1987.

Vocational Cooperative Education Guide for Teacher-Coordinators. Richmond, VA: Virginia Department of Education, 1993.

Winefordner, D. *Exploring Career Decision-Making.* Bloomington, IL: McKnight, 1978.

Worms, C. and K. Brown. *General Merchandising Retailing,* 2nd ed. New York, NY: Gregg Division, McGraw-Hill, 1990.

Zedlitz, R. *Getting a Job*, 3rd ed. Cincinnati, OH: South-Western, 1993.

Videos

Ethics: Is There a Code of Conduct for You? Educational Dimensions, McGraw-Hill Media, 1989.

How to Deal with Difficult People. Career Track Publications, 1989.

Job Search Success System. Eclecon, 1992.

Career Pathways

Appendix

Career Cluster Study Guide

Cluster: A group of related occupations (for example, business and management)

Field: An area of human activity or interest found within a career cluster (for example, marketing within the business and management cluster)

Occupation: The vocational activity that serves as one's regular source of livelihood and relates to a field of work within a career cluster

Pathway: The route of career preparation needed to develop the competencies required for a particular occupational cluster, field, or job

Name of Cluster to Study: _____

I. Nature of the cluster (common characteristics)

   A. Working conditions

      1. Where (types of places where work occurs)
      2. When (general hours of work—regular or seasonal, day or night, part-time or full-time, etc.)
      3. Extent of work with others
      4. Advantages provided by the cluster
      5. Disadvantages identified in fields and occupations of the cluster

   B. Need for workers

      1. Demand for workers—present and future
      2. Factors affecting growth or decline of career opportunities within the cluster
      3. Fields of work within the cluster
      4. Occupations/jobs within the fields

II. Qualifications and requirements of the field or a specific occupation within the field

   A. Education or training needed—the required *pathway(s)*
   B. Any licensing requirements
   C. Any physical requirements
   D. Worker aptitudes and interests that relate to success in the particular field or occupation

E. Advantages of the field or occupations
F. Disadvantages of the field or occupation

G. Ways to obtain a first job in the particular field or occupation, including the name of one or more entry-level jobs

II. H. Career ladder within the field, including next steps up after beginning jobs and what it takes to get promoted; opportunities and requirements for advancement

I. Average earnings in the field or what a beginning worker can expect to earn in the field or occupation

J. Examples of openings or opportunities for employment within the community, including where workers are employed

III. Sources of information about the cluster, its fields, and its occupations

A. Career publications
B. Interviews with workers in the field or those who do the particular job
C. Employers and supervisors within the field—those who employ and direct the workers
D. On-the-job experiences—shadowing, mentoring, cooperative education, apprenticeships, internships, etc.
E. Government agencies involved in issuing licenses or regulating employment in the field

Making a Match: You, Your Career, Your Pathway

You are asked to compare what you know about yourself with what you know about the cluster, field, or occupation studied. Carry out the following steps in making a match.

Name of Career Cluster, Field, or Occupation _____

1. List the tasks you would be doing that you think you would enjoy doing—things about the work that match your interests.

2. List the tasks you would be doing that you think you would *not* enjoy doing—things about the work that do not match your interests.

3. List the tasks you would be doing that you think you would do well—things that match your aptitudes and skills.

4. List the tasks you would be doing that you think you could *not* do well—things that do not match your aptitudes and skills.

5. List any qualifications or requirements to enter the career cluster, field, or occupation that you already can fulfill.

6. List any qualifications or requirements to enter the career cluster, field, or occupation that you can arrange to develop right away or in the near future with special training.

7. List any qualifications or requirements to enter the career cluster, field, or occupation that might be difficult for you to fulfill.

8. Decide if you are still interest in this cluster, field, or occupation, or if further career exploration is indicated.

    a. List the reasons why this work would be right for you.

    b. List the reasons why this work would *not* be right for you.

    c. State if the pathway to this career is within reach for you or if you would need assistance in becoming qualified.

    d. Make the decision to continue study of other career areas or to focus on this career interest at this point in your life.

In accordance with the requirements of the Office of Gender Equity for Career Development, Virginia Department of Education, the Carl Perkins Act, and other federal and state laws and regulations, this document has been reviewed to ensure that it does not reflect stereotypes based on sex, race, or national origin.

The Virginia Department of Education does not unlawfully discriminate on the basis of sex, race, color, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.

The activity that is the subject of this report was supported in whole or in part by the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred.

Virginia Vocational Curriculum and Resource Center